



# **The Growth Project**

# **Salem City Public SChools**

Angie Diemel – Title I Resource Teacher, G.W. Carver Elementary School

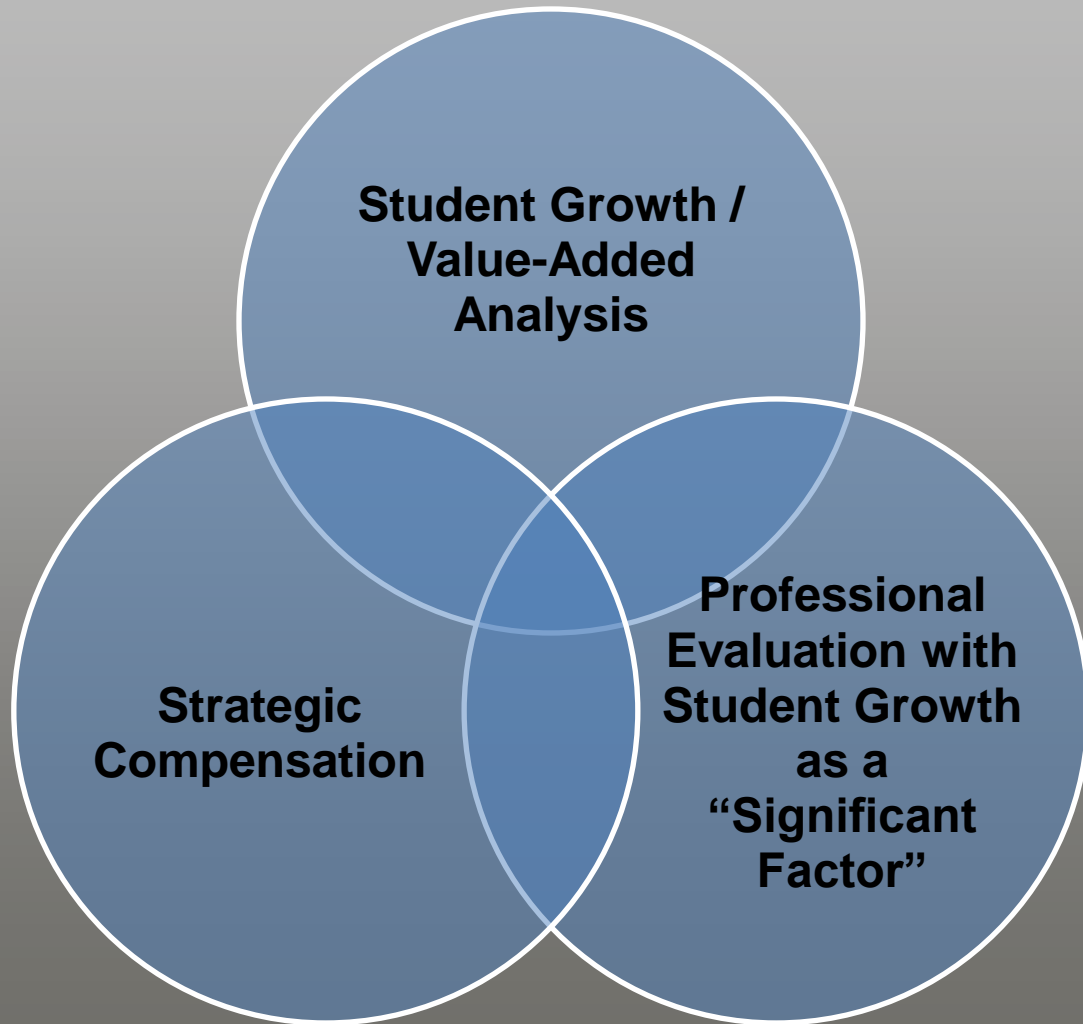
Jennifer Dean – Supervisor of Instructional Technology and Assessment

Alan Seibert – Division Superintendent

*Teachers and leaders in Salem City Schools rejected a linear approach and embraced the fact that what we do is profoundly **complex and interconnected.***



# Three Inextricably Linked Future Realities for Public Education



# Growth Models

- Parents of students ranging from the gifted to those with special needs want to know if their child is learning and growing.

# Growth Models

- Teachers long to celebrate not just a standardized test score, but how much individual children have progressed in their classroom.

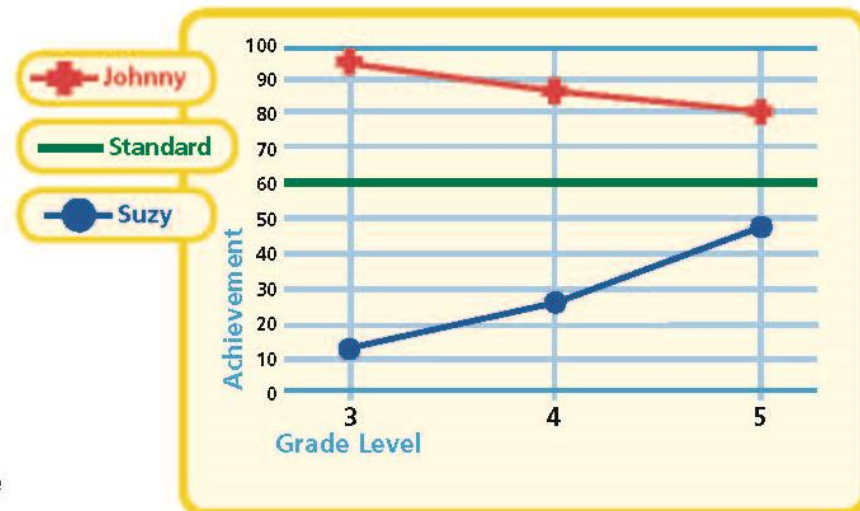
## Why Measuring Students' Academic Progress is Important

Consider this example:

**Johnny** is scoring above state and federal proficiency levels, but is experiencing less than expected academic growth. **Suzy** isn't meeting academic standards, but she is making significant growth for the year and making progress in the right direction.

To date, most state accountability systems annually evaluate a school's success based on the average achievement level of students at each grade. In this type of system, Johnny and his school would be considered successful, while Suzy and her school would be below standard.

By measuring students' academic achievement and progress, schools and districts have a more robust, comprehensive picture of their effectiveness in raising student performance.

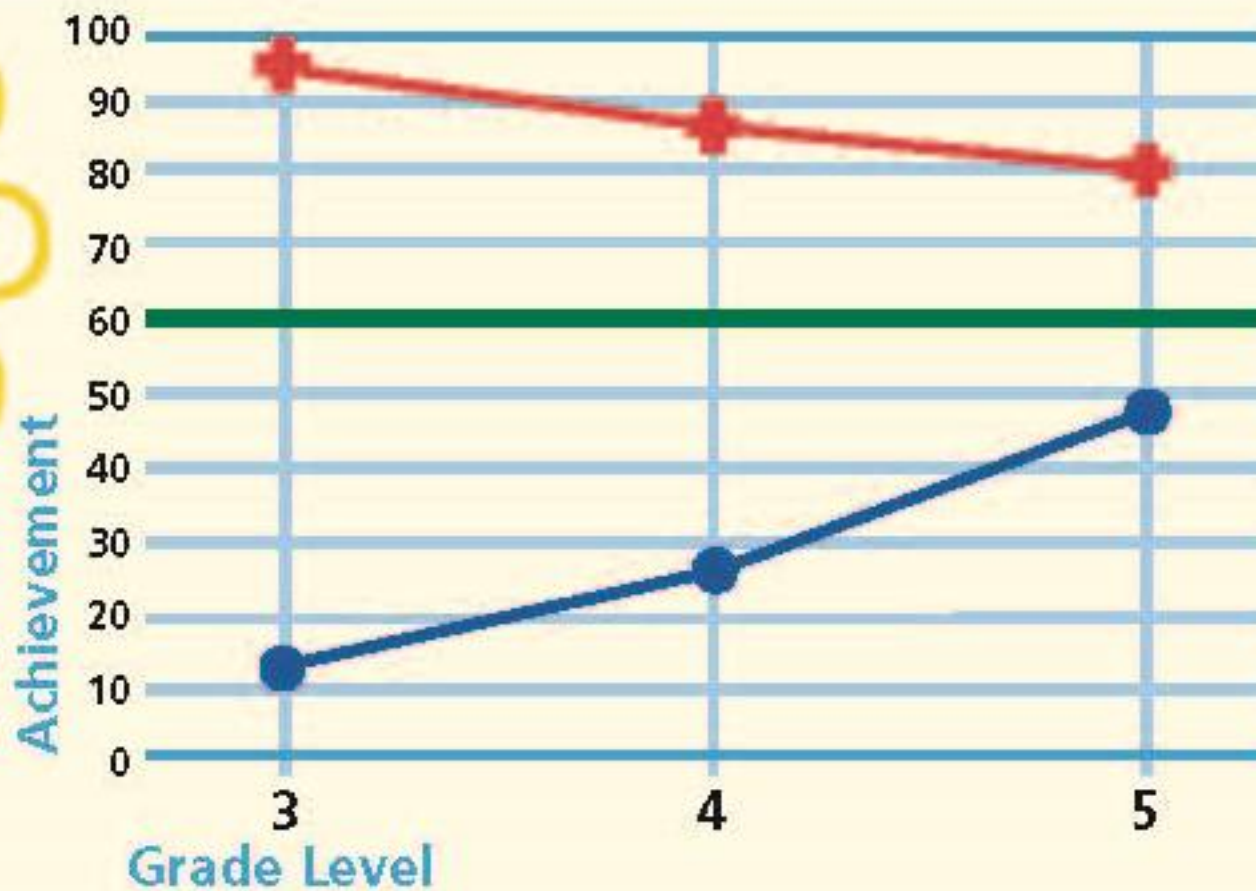




Johnny

Standard

Suzy



*Success!*





Johnny

Standard

Suzy





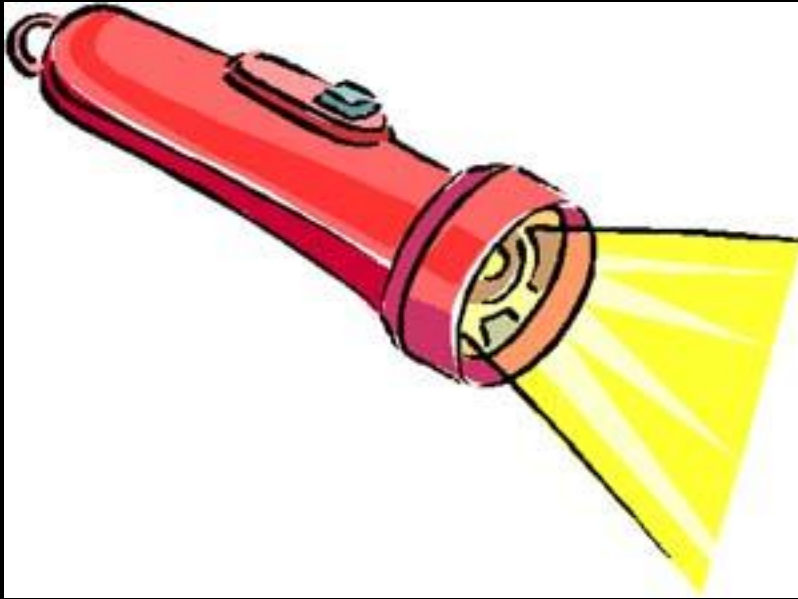








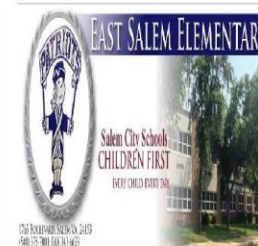
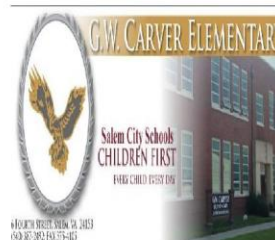
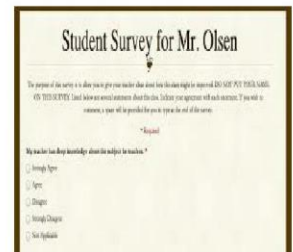
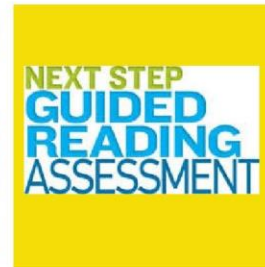
Trust matters! Use data as a flashlight...not a hammer!



Must have *multiple* measures  
over *multiple* years



# Measuring and USING Student Data







# **KEYS TO Informing Instruction for Student Growth**

# Informing Instruction

The true benefit of assessment is to inform instruction. Student growth is seen when teachers know what skills have been mastered and know skill needs.



## Assessment for Learning

Assessment for Learning happens in real time. Student progress is visible and response with instruction is immediate.



## Common Formative Assessment

Common formative assessments provide opportunities for teachers to discuss student progress and strategies for instructional improvements.



## Learning Contium

Determining needs of students for whole group, small group, and individual instruction is determined more accurately with the use of the learning continuum.

# Authentic Measures of Student Growth

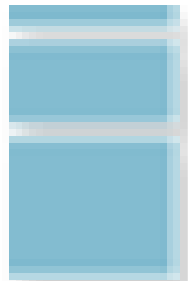


Northwest Evaluation Association

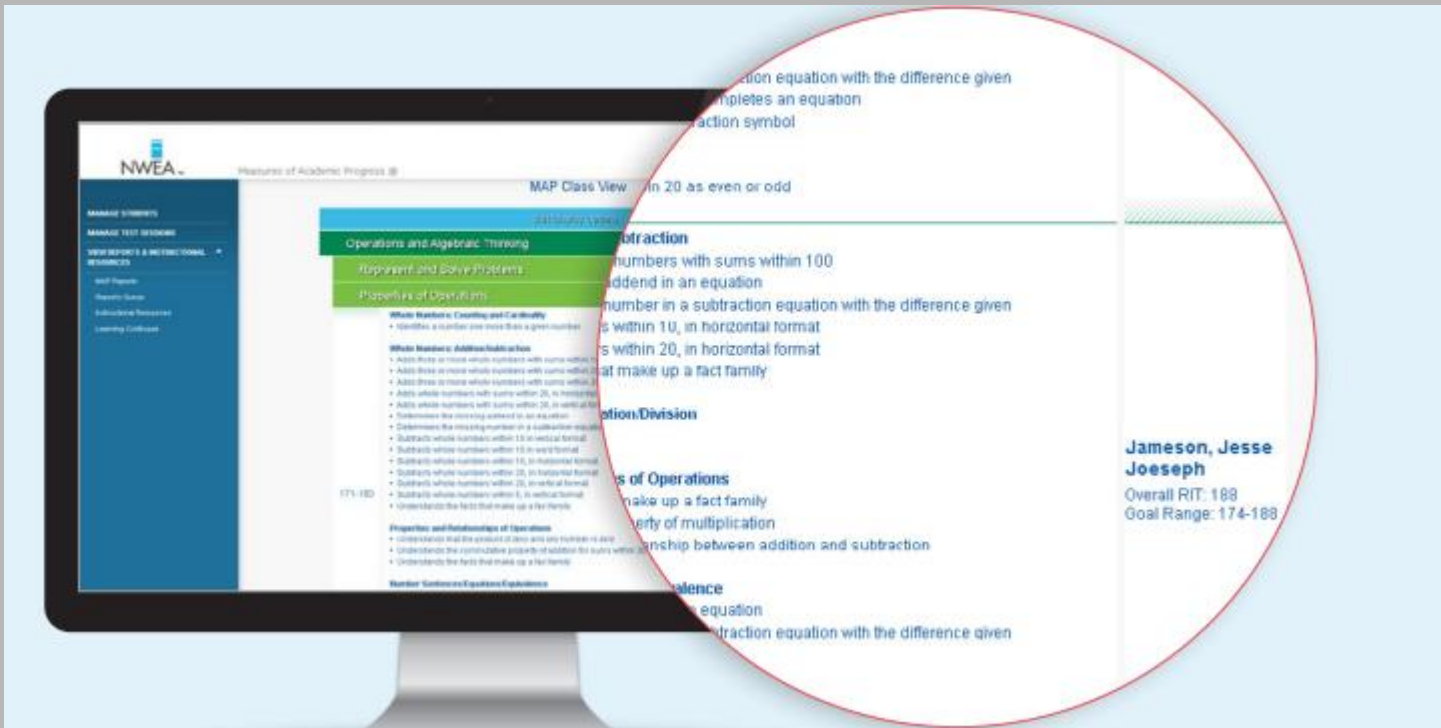
*Partnering to help all kids learn*

**MAP**

Measures of  
Academic Progress



# Learning Continuum Growth

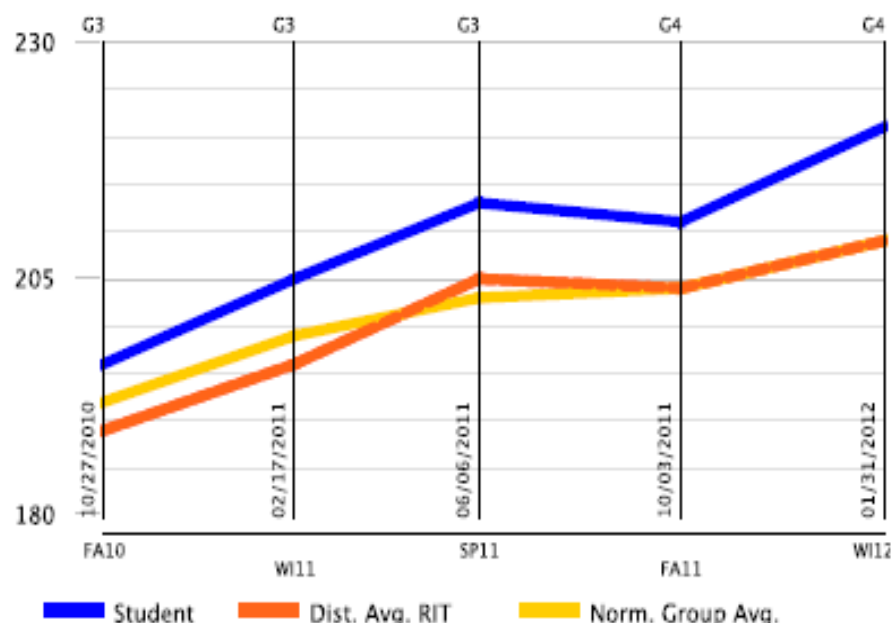


# Student Progress Report

[Redacted Student Information]

Term: Winter 2011-2012  
District: [Redacted]  
School: [Redacted]  
Growth Measured from Fall to Winter

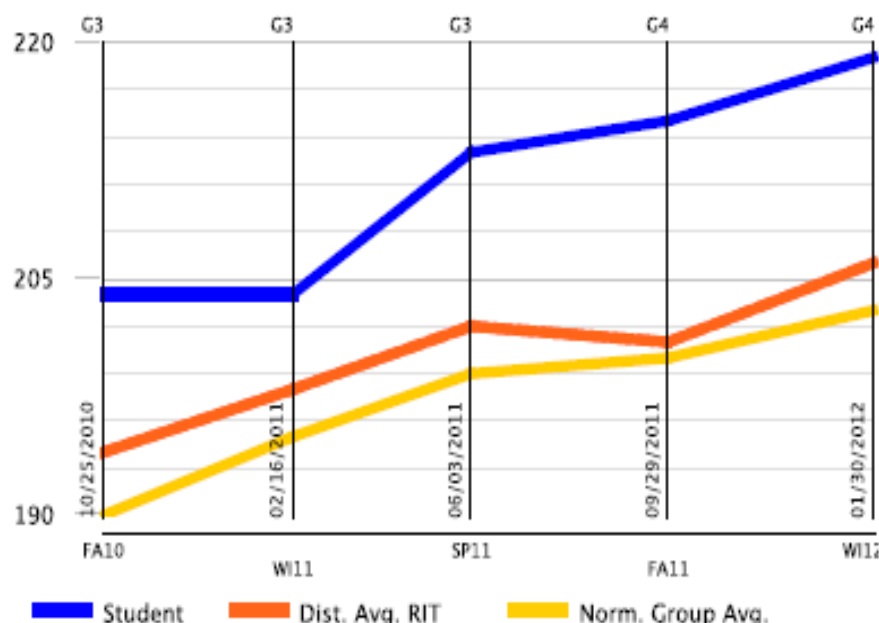
## Mathematics



### Mathematics Goals Performance - Winter 2011-2012

Number and Number Sense	High
Computation and Estimation	HiAvg
Measurement	Avg
Geometry	High
Probability and Statistics	HiAvg
Patterns, Functions, and Algebra	High

## Reading

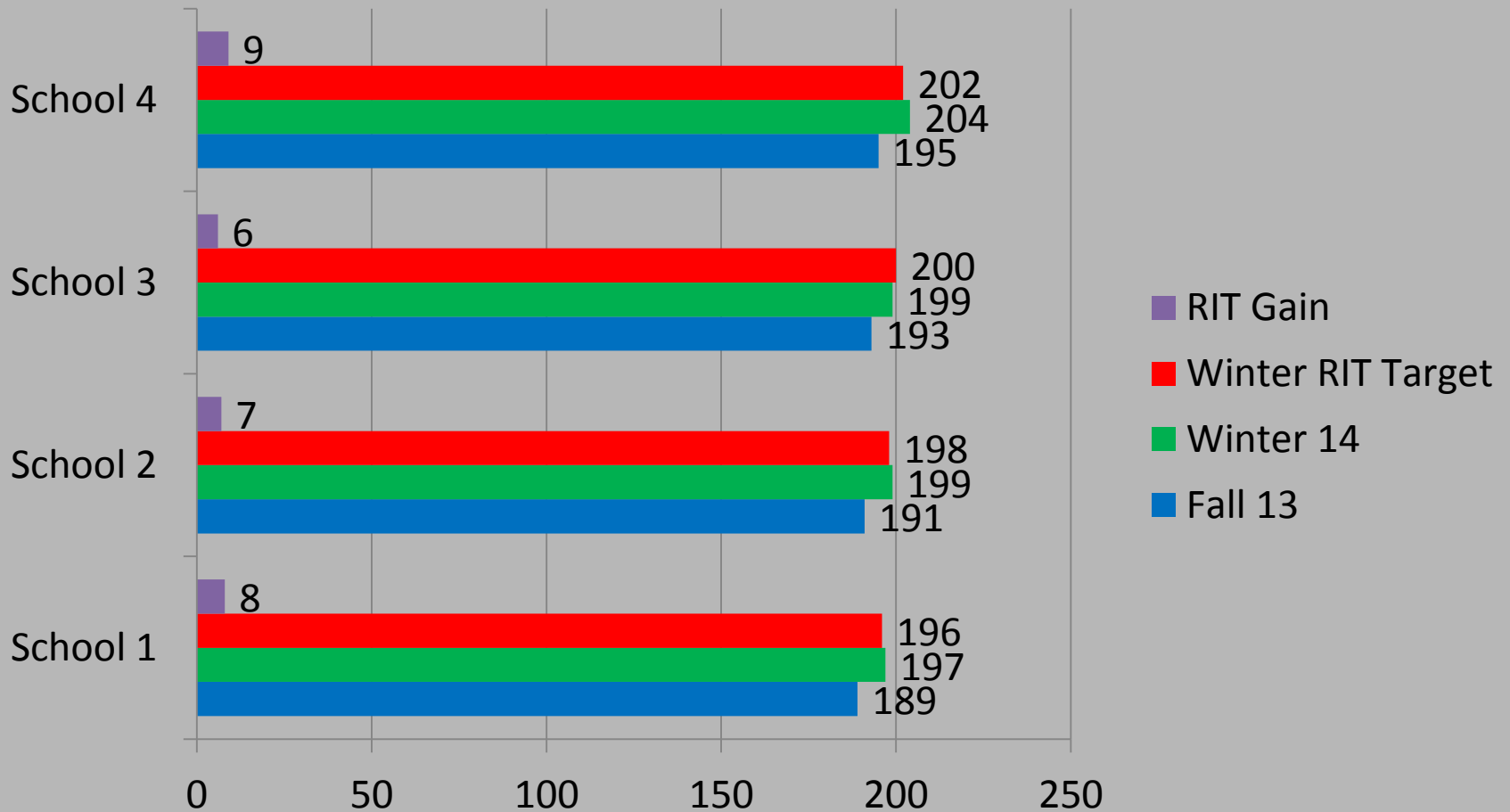


### Reading Goals Performance - Winter 2011-2012

Word Origins, Expand Vocabulary, Semantics	High
Comprehension of a Variety of Fictional Texts	HiAvg
Comprehension of a Variety of Nonfiction Texts	High
Lexile® Range: 843-893L	

# MAP Testing Means by RIT Results

## Math Grade 3





# Student Growth within Reporting Groups

READING grade 3	FALL	Winter
Student	1	76
Student	3	13
Student	7	7
Student	7	9
Student	7	30
Student	10	38
Student	10	8
Student	10	11
Student	14	23
Student	16	51
Student	16	25
Student	19	38
Student	21	38
Student	21	25
Student	23	43
Student	25	40
Student		1
READING 4		
Student	1	10
Student	1	1
Student	12	49
Student	23	19
Student	25	55

**SWD**

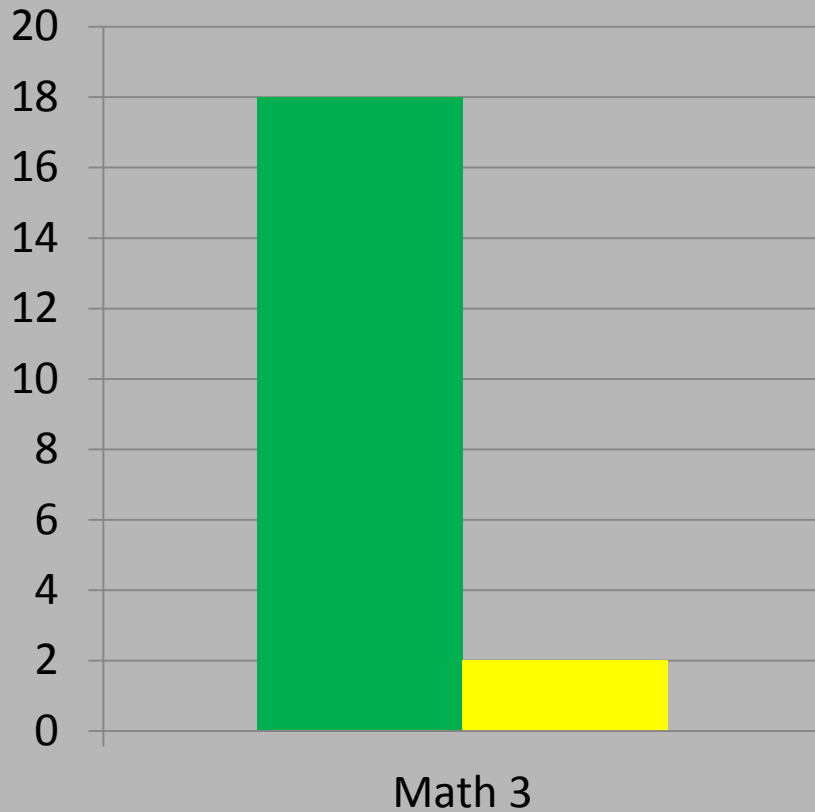
**LEP**

**Subject Area Groups**

READING 5 -	FALL	WINTER	SPRING
Student	2	2	14
Student	11	1	18
Student	14	45	55
Student	22	39	62
READING 5 -	FALL	WINTER	SPRING
Student	8	16	23
Student	10	13	39
Student	18	4	21
Student		1	18
Student	36	13	43
Student	36	24	44

	FALL % TIER 1	FALL % TIER 2	FALL % TIER 3		Winter % TIER 1						
Gr 3 Math Teacher1	48%	33%	19%		48%	35%	17%		59%	29%	12%
Gr 3 Math Teacher 2	19%	48%	24%		25%	50%	25%		35%	50%	15%
Gr. 3 Math Teacher 3	70%	25%	5%		68%	23%	9%		78%	20%	2%
Gr 3 Math Teacher 4	43%	33%	24%		43%	48%	10%		47%	45%	8%
Gr 4 Math Teacher 5	63%	31%	6%		60%	33%	6%		66%	29%	5%
Gr 4 Math Teacher 6	41%	41%	17%		18%	65%	18%		50%	35%	15%
Gr 4 Math Teacher 7	82%	18%	0%		88%	13%	0%		88%	13%	0%
Gr 4 Math Teacher 8	88%	13%	0%		83%	5%	11%		84%	10%	5%
Gr 5 Math Teacher 9	76%	18%	6%		81%	13%	1%		81%	14%	0%
Gr 5 Math Teacher 10	36%	57%	7%		31%	44%	25%		44%	31%	25%
Gr 5 Math Teacher 11	81%	19%	0%		82%	17%	0%		83%	17%	0%
Gr 5 Math Teacher 12	69%	13%	19%		56%	13%	31%		66%	13%	21%

# Student Growth Project



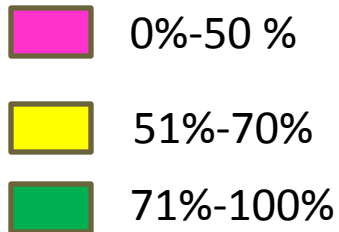
■ Met or Exceeded RIT

■ Did Not Meet RIT

**90% Met or Exceeded Goal in 3<sup>rd</sup> grade Math**

## Summary for: Mathematics

Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	20
Count of Students who Met or Exceeded their Projected RIT	18
Percentage of Students who Met or Exceeded their Projected RIT	90.0%
Overall Percentage of Projected RIT Met or Exceeded	174.4%
Count of Students with Valid Spring 2013-2014 Test Scores	20
Spring 2013-2014 Mean RIT	206.4
Spring 2013-2014 Median RIT	209
Spring 2013-2014 Standard Deviation	17.8



# STUDENT GROWTH GOALS

Using Interactive Achievement establish baseline knowledge. Create goals based on baseline. Monitor throughout the year the growth.

Student		Baseline Assessment			Growth Target		MID-YEAR Assessment		
Last Name	First Name	Baseline Number Correct	Baseline Number Possible	Baseline Percent Correct	Lower Expected Range	Upper Expected Range	MID-YEAR Number Correct	MID-YEAR Number Possible	MID-YEAR Percent Correct
		19	45	42.2%	62.4%	76.9%	22	44	50.0%
		38	45	86.7%	91.3%	94.7%	34	44	77.3%
		30	45	66.7%	78.3%	86.7%	24	44	54.5%
		29	45	64.4%	76.9%	85.8%	27	44	61.4%
		21	45	46.7%	65.3%	78.7%	24	44	54.5%
		30	45	66.7%	78.3%	86.7%	32	44	72.7%
		12	45	26.7%	52.3%	70.7%	7	44	15.9%
		35	45	77.8%	85.6%	91.1%	33	44	75.0%
		38	45	84.4%	89.9%	93.8%	38	44	86.4%
		27	45	60.0%	74.0%	84.0%	33	44	75.0%
		24	45	53.3%	69.7%	81.3%	28	44	63.6%
		34	45	75.6%	84.1%	90.2%	33	44	75.0%
		29	45	64.4%	76.9%	85.8%	33	44	75.0%
		18	45	40.0%	61.0%	76.0%	30	44	68.2%
		29	45	64.4%	76.9%	85.8%	32	44	72.7%
		37	45	82.2%	88.4%	92.9%	33	44	75.0%
		24	45	53.3%	69.7%	81.3%	11	44	25.0%
		26	45	57.8%	72.6%	83.1%	35	44	79.5%
		17	45	37.8%	59.6%	75.1%	13	44	29.5%
		20	45	44.4%	63.9%	77.8%	22	44	50.0%
		22	45	48.9%	66.8%	79.6%	27	44	61.4%
		33	45	73.3%	82.7%	89.3%	36	44	81.8%
		23	45	51.1%	68.2%	80.4%	18	44	40.9%
		31	45	68.9%	79.8%	87.6%	33	44	75.0%
		32	45	71.1%	81.2%	88.4%	35	44	79.5%
		35	45	77.8%	85.6%	91.1%	37	44	84.1%
		34	45	75.6%	84.1%	90.2%	29	44	65.9%
		31	45	68.9%	79.8%	87.6%	32	44	72.7%
		22	45	48.9%	66.8%	79.6%	20	44	45.5%
		34	45	75.6%	84.1%	90.2%	33	44	75.0%


# PERFORMANCE BASED ASSESSMENTS

Authentic Assessment embedded within instruction

2014-15 Alternative Assessment Overview

Content Area: 5<sup>th</sup> Grade Writing

Strand	Standards Covered	Time Frame	Assessments	Data Collected
Strands (Strands)	5.7a-i 5.8a-k	Fall- administered by end of September Scored by mid October  Spring- administered and scored by the end of April	Prompt	Writing Rubric
Strands (Strands)	5.3a, b 5.7a-i 5.8a-k 5.9b, c, d, e	Between November and March	Analyze and respond to the political cartoon	Writing Rubric



# Salem City Schools Alternative Assessment

[Chemistry Assessment](#)
[3rd Grade Science](#)
[3rd Grade Social Studies](#)
[3rd Grade Writing](#)
[4th Grade Science](#)
[4th Grade Writing](#)
[5th Grade Science](#)
[Resources](#)

## 3rd Grade Science





Content Area: 3<sup>rd</sup> Grade Science



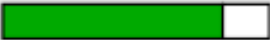




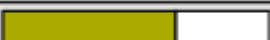




Topic/Strand	Standards Covered	Time Frame	Assessments
Matter	3.3	3 <sup>rd</sup> grade	Water Cycle project
Water Cycle	3.4		Observation project: 3.4.1 and 3.4.2 project about the water cycle
Scientific Investigation	3.5		Investigation, 3.5.1, 3.5.2, and 3.5.3
Simple and Compound Machines	3.6		Investigation, 3.6.1, 3.6.2, and 3.6.3
Life Processes and Living Systems	3.7		Investigation, 3.7.1, 3.7.2, and 3.7.3

Student Name	Matter	Water Cycle	Scientific Investigation on SOL 3.3, 3.9, and 3.1	Soil	Simple and Compound Machines Scientific Investigation on SOL 3.1 and 3.7	Life Processes and Living Systems SOL 3.1, 3.4 3.5, 3.6, 3.8, and 3.10
Student 1	4	2	1.5	2.5		
Student 2	3	2	1.5	4		
Student 3	1	3	1	2		

# Standards Based Learning

## Visible Student Growth-Targeted Instruction

<b>5WordStudy</b>		<b>3.5</b>
<b>Overall Academic Mastery (100% of total)</b>		<b>3.5</b>
(SalemCity.English 5.4c) I can use knowledge of roots, affixes, synonyms, antonyms, and homophones.		<b>3.5</b>
(SalemCity.English 5.8j) I can use correct spelling of commonly used words		<b>4.0</b>

<b>5Writing</b>		<b>3.1</b>
<b>Overall Academic Mastery (100% of total)</b>		<b>3.1</b>
(SalemCity.English 5.7h) I can revise for clarity of content using specific vocabulary and information.		<b>3.3</b>
(SalemCity.English 5.8a) I can use plural possessives.		<b>2.0</b>
(SalemCity.English 5.8b) I can use adjective and adverb comparisons.		<b>3.5</b>
(SalemCity.English 5.8d) I can use apostrophes in contractions and posusessives		<b>3.0</b>
(SalemCity.English 5.8e) I can use quotation marks with dialogue		<b>4.0</b>
(SalemCity.English 5.8f) I can use commas to indicate interrupters		<b>2.5</b>
(SalemCity.English 5.8i) I can eliminate double negatives.		<b>4.0</b>
I can edit writing for correct capitalization.		<b>2.0</b>
I can edit writing for correct punctuation.		<b>2.5</b>
I can use abbreviations to replace words and I can punctuate abbreviations.		<b>4.0</b>





# A Parent's Perspective

















# Standards Based Learning

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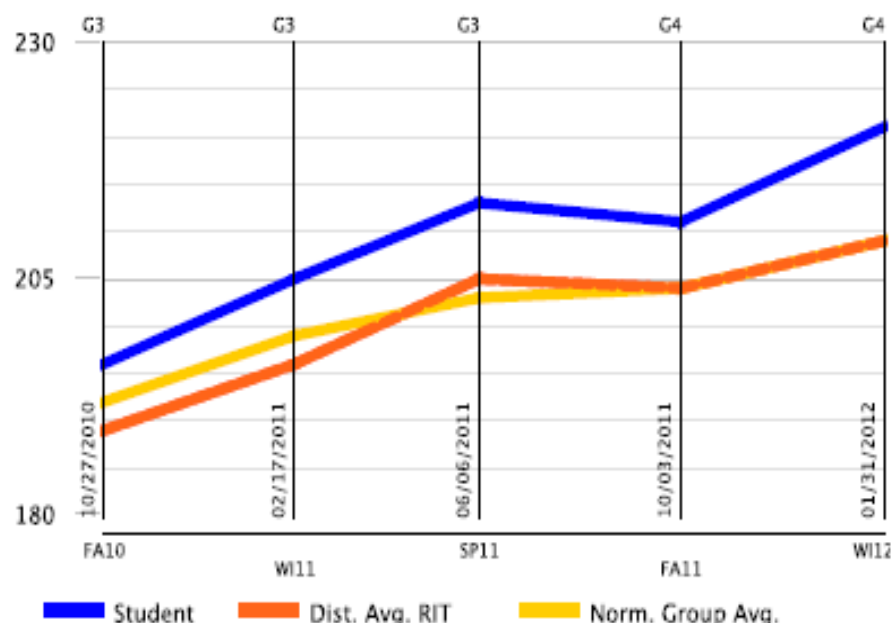
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[Redacted Student Information]

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District: [Redacted]  
School: [Redacted]  
Growth Measured from Fall to Winter

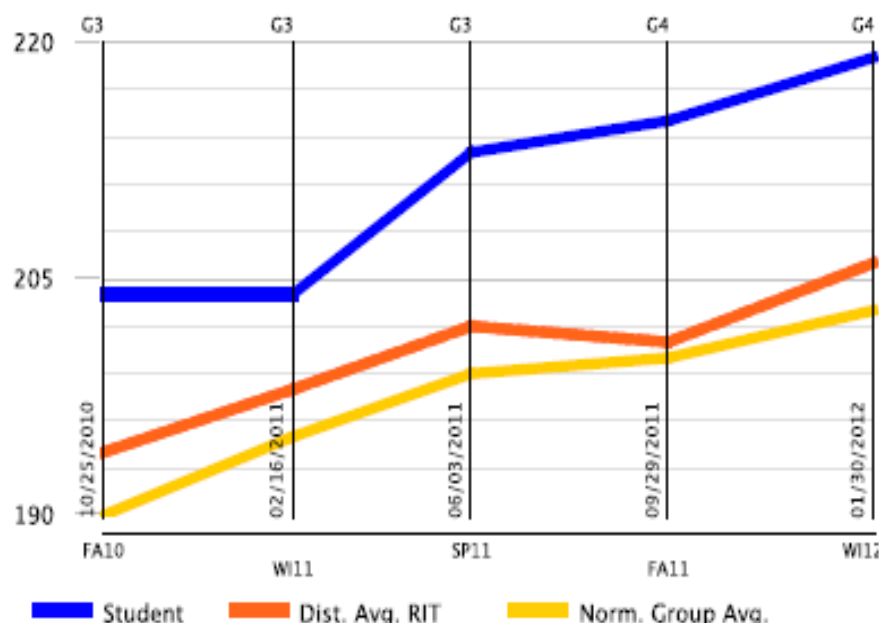
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Number and Number Sense	High
Computation and Estimation	HiAvg
Measurement	Avg
Geometry	High
Probability and Statistics	HiAvg
Patterns, Functions, and Algebra	High

## Reading



### Reading Goals Performance - Winter 2011-2012

Word Origins, Expand Vocabulary, Semantics	High
Comprehension of a Variety of Fictional Texts	HiAvg
Comprehension of a Variety of Nonfiction Texts	High
Lexile® Range: 843-893L	

# STUDENT DETAIL REPORT

Admin: Spring 2013 Non-Writing

State Testing Identifier: [REDACTED]

School: [REDACTED]

Student Number: [REDACTED]

Division: [REDACTED]

Grade: 04

Form #: R3123

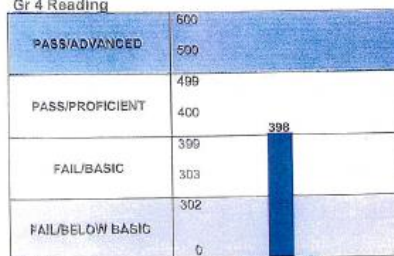
[REDACTED] performance on Gr 4 Reading



## Virginia Standards of Learning

Performance Level:  
Scaled Score: 398

### Gr 4 Reading



← "Equated" Scaled  
Score "Fail"

[REDACTED] performance in each reporting category

Results by Reporting Category			Scaled Score	0	10	20	30	40	50
Gr 4 Reading									
1. Use word analysis strategies and word reference materials	8	7	36						
2. Demonstrate comprehension of fictional texts	11	17	30						
3. Demonstrate comprehension of nonfiction texts	8	16	28						
Performance			25						

25/40 Cut  
Score Met!

Reporting Category Scaled Score: Each SOL test is divided into reporting categories that represent related content or skills. Reporting category scores, which are on a scale of 0-50, can be used to identify students' strengths and weaknesses. A score of 30 or above indicates a strength. A score of less than 30 indicates that the student may benefit from additional instruction in this area.

For more information about the reporting categories included in this test, please visit the Virginia Department of Education's Web site at [http://www.doe.virginia.gov/testing/test\\_administration/index.shtml](http://www.doe.virginia.gov/testing/test_administration/index.shtml)

\*For descriptions of Performance Levels on the SOL test, please visit: [http://www.doe.virginia.gov/testing/scoring/performance\\_level\\_descriptors/index.shtml](http://www.doe.virginia.gov/testing/scoring/performance_level_descriptors/index.shtml)

Produced on 05/22/2013

# A Superintendent's Perspective





# Authentic Measures of Individual Student Growth

We do not teach *percentages*,  
we teach *children*.

# Authentic Measures of Individual Student Growth

We measure our success, not by pass rates, but by adding value to every child.

By measuring the growth of every individual child, the reporting groups are inherently, simultaneously addressed

Thank you! Questions?